



<p>Personal Social and Emotional Development</p> <p>Pupils will take part in transition activities preparing themselves for Year 1. They will spend time in their new class and have several opportunities to meet their new teacher and new classmates. Pupils will explore how they feel when change happens, especially changes around transition to Year 1. They will explore their worries about moving to Year 1 and discuss things which they are looking forward to.</p> <p>Through collective worship pupils will share their memories and best bits of their year in Reception</p> <p>Children will take part in sports day- they will explore how to demonstrate good sportsmanship</p>	<p>Communication and Language</p> <p>Pupils will attend lower-school assemblies as part of their transition to Year 1. They will listen attentively with sustained concentration.</p> <p>Pupils will learn new vocabulary linked to our key texts and be encouraged to use new vocabulary throughout the day. Pupils will be explicitly taught the following Tier 2 vocabulary; wiggle, creepy, enormous, bored, slimy. This vocabulary will be used across a range of different contexts.</p> <p>Pupils will plant a seed and then sequence the steps needed to grow a plant. Children will then talk through the steps using 'first', 'next' and 'then'.</p> <p>Children will visit Manor Heath Jungle Experience. They will describe the plants and creatures that they see.</p> <p>Children will explore and talk about bugs in the outdoor environment. They will have the opportunity to observe bugs closely. They will be prompted to talk about the produce by being asked; What colour is it? Where would you find it? What does it look like? What does it feel like? What does it sound like?</p> <p>Pupils will develop their ability to articulate their ideas and thoughts in well-formed sentences. They will connect one idea or action to another using a range of connectives. They will be provided with model sentences to support their ability to do so. For example; "The spider is _____ and _____" "The spider _____ because _____"</p>	<p>Physical Development</p> <p>Pupils will continue to take part in weekly PE lessons where they will follow the Real PE programme. This term pupil will work through unit 3 (cognitive) where they will develop their control and balance.</p> <p>Pupils will take part in weekly handwriting lessons where they will practise the correct formation of the 'long ladder' letters; l i t u j y</p> <p>Pupils will have daily access to wheeled toys in the outdoor environment, including; balance bikes, tricycles and scooters to develop their coordination, balance and spatial awareness.</p>	<p>Literacy</p> <p>Key texts this term are;</p> <p>Jaspers Beanstalk- Nick Butterworth</p> <p>My First Book of Garden Bugs- Mike Unwin (non-fiction)</p> <p>Pupils will write captions and simple sentences including finger spaces between words. They will say a sentence, write and read it back to check it makes sense. Pupils will explore writing for a purpose by creating a fact file. Pupils will be shown how to use the word 'and' to add additional detail to their sentences</p> <p>Pupils will learn the following red words; no, go, so</p> <p>Pupils will continue to learn systematic synthetic phonics through the Read Write Inc. Programme.</p>
<p>Down at the Bottom of the Garden</p> 			
<p>Characteristics of Effective Learning</p> <p>Creating and Thinking Critically- Thinking</p> <p>Adults will model self-talk, describing their actions in play. They will use the language of thinking and learning to model being a thinker. They will, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. Children will be encouraged to engage in open-ended thinking by not settling on their first ideas: What else is possible? Adults will always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.</p>	<p>Expressive Arts and Design</p> <p>Pupils will make junk model minibeasts using a range of materials to construct with including; recyclable materials/ containers in different sizes, shapes and texture, paper, card, pipe cleaners, lollypop sticks, match sticks, pom poms and craft straws. They will think about what they want to achieve before they begin, thinking about what materials, resources and tools they need to gather and the processes which will be involved. They will discuss problems and how they might be solved as they arise. They will then reflect on how they have achieved their aims.</p> <p>Pupils will further engage narrative with real life experiences in a Garden Centre role play area and then through a school role play area.</p> <p>Pupils will enrich their language through seasonal small world play. Minibeasts, soil, flowers, tree blocks and grass pieces will be available within provision.</p> <p>Pupils will engage narrative with real life experiences through small world play. People, cars, trains, house, sign posts and traffic lights will be available within provision.</p>	<p>Understanding the World</p> <p>Pupils will explore the lifecycle of a plant. Pupils will plant their own bean and explore what plants need to grow and stay healthy. As the weather becomes warmer and dryer pupils will care for the plants in the reception garden by watering them regularly. They will explore how Christians believe that we should look after the world God made.</p> <p>Pupils will observe, explore and describe a range of minibeasts which can be found in the garden (spider, snail, lady bird, slug, woodlouse, caterpillar/ butterfly) and go on their own minibeast hunt.</p>	<p>Mathematics</p> <p>Pupils will use Ten Town (11-20) to explore numbers beyond 10</p> <p>Pupils will recognise a quantity as a whole from subitised parts. They will recognise structured representation of a whole by describing two parts. Pupils will apply this skill to recall know number facts to identify a whole in an unstructured arrangement.</p> <p>Pupils will make a reasonable estimation (sensible guess) of a number of objects without counting. They will be able to subitise to recognise if the quantity in a set is known or unknown. Pupils will be able to recognise images within a within a quantity (structured arrangement) and use this to support estimation. They will also be able to recognise known images within a quantity (random arrangement) and use this to support estimation.</p>